

Department of Juvenile Justice

4900 Broad River Road, Columbia SC 29212

Grades	6-12	
Enrollment	Average 111 students per day	
Superintendent	James D. Quinn	803-896-9110
• Birchwood School	David Q. Fuller	
• Evaluation/Detention Centers and Community Residence Placements	Nancy F. Montgomery	
Board Chair	Margaret Barber, Director	

THE STATE OF SOUTH CAROLINA 2014 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2014	Excellent	Excellent
2013	Excellent	Excellent
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent

ADEQUATE YEARLY PROGRESS	N/A
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Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Department of Juvenile Justice

PERFORMANCE CRITERIA*

Criterion	5	4	3	2	1
GED Completion Rate (.25)	50%+	45-49%	40-44%	35-39%	Below 35%
HS Credits Earned (.50)	5+	4+	3+	2+	Less than 2 credits
MAP Gains/Reading (.05)	75%+	60-74%	45-59%	30-44%	Below 30%
MAP Gains/Math (.05)	75%	60-74%	45-59%	30-44%	Below 30%
Middle School Classes Passed (.15)	4	3	2	1	No Classes Passed (Science/Math/English/SS)

2013–14 Results	Data	Points
GED Completion Rate	77%	5
High School Credits Earned	4.5	4
MAP Gains Reading	70%	4
MAP Gains Math	54%	3
Middle School Classes Passed	5	5

*Calculations are based on the DJJ School District calendar year, August 1 through July 31.

DEMOGRAPHICS*

Ethnicity	Percent	Gender	Percent	Ages of Juveniles Committed to BRRC	Percent
African American	79%	Male	88%	15 Years and Younger	15%
White	19%	Female	12%	16 Year Old	36%
Other	2%			17 and Older	49%

Grade Placement	Percent	Daily Population	Percent	Length of Custody	Percent
5 th – 7 th	1%	Hardware/Staff Secure	64%	0 – 6 Months	60%
				6 – 12 Months	14%
8 th – 9 th	38%	Multi-Agency & Therapeutic Placements	26%	12 – 24 Months	20%
10 th – 12 th	60%	All Other	10%	> than 24 Months	6%

Counties Comprising Majority of Commitments

County	Percent	County	Percent	County	Percent
Richland	4%	Greenville	29%	Beaufort	2%
York	5%	Lexington	2%	Horry	6%
TOTAL	54%				

*Data represents most recent information available from SCDJJ database.

Abbreviations for Missing Data

N/A–Not Applicable	N/AV–Not Available	N/C–Not Collected	N/R–Not Reported	I/S–Insufficient Sample
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Department of Juvenile Justice

END OF COURSE TESTS

Percent of students scoring 70 or above on:	Our School
Algebra 1/Math for the Technologies 2	3%
English 1	28%
US History and the Constitution	10%
Biology 1, Applied Biology 2	15%
All Subjects	16%

SCHOOL PROFILE

	Our School	Change from Last Year
Students (n=742)		
Retention rate	N/A	Same
Attendance rate	100%	Same
With disabilities other than speech	52%	Up from 32%
Older than usual for grade	48%	Down from 81%
Out-of-school expulsions for violent &/or criminal offenses	N/A	Same
Annual dropout rate	N/A	Same
Teachers (n=68)		
Teachers with advanced degrees	88%	Same
Continuing contract teachers	N/A	Same
Percent of classes not taught by highly qualified teachers	0%	Same
Teachers with emergency or provisional certificates	0%	Same
Teachers returning from previous year	88%	Down from 91%
Teacher attendance rate	N/A	Same
Average teacher salary	\$57,223	Down from \$61,773
Professional development days	6	Down from 8
School		
Superintendent's years at school	Less than 1	Down from 11
Student-teacher ratio in core subjects	12:1	Same
Prime instructional time	N/R	Same
Percent of expenditures for instruction	23%	Down from 38.9%
Dollars spent per pupil	\$5,329	Down from 6,328
Percent of expenditures for teacher salaries	48%	Down from 77%
Opportunities in the arts	Excellent	Same
SACS accreditation	Yes	Same

Note: DJJ is a continuous-progress special school district within a state agency that provides 24/7 residential care. The amount reflected in "Dollars per Student" is for the Division of Educational Services only. Instruction is provided wherever the juveniles are, such as in special management units; therefore attendance is 100%. Teachers are state employees and therefore do not have contracts.

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REPORT OF SUPERINTENDENT

The SC Department of Juvenile Justice Special School District provides academic and career and technology training to students in grades six through twelve in a variety of settings, including institutional schools, evaluation centers, a detention center, and ten community residence placements.

The student population consists of South Carolina youth that are adjudicated delinquent for committing one or more offenses. Fifty-two percent of the juveniles committed to the Broad River Road complex (BRRRC), are receiving special education and related services as specified under the Individuals with Disabilities Education Act. Many of the juveniles have been either suspended or expelled from their previous school district. Thus DJJ juveniles often have not had the opportunity to receive the full benefit of educational opportunities. Forty-five percent of the BRRRC student population is older than normal for their grade placement.

In the spirit of accountability, the Department of Juvenile Justice Special School District has selected five criteria as measurements of our school district: 1) increasing middle and high school students' reading skills, 2) increasing middle and high school students' math skills, 3) increasing the percentage of students who earn their GED, 4) increasing the average number of Carnegie units earned and 5) increasing the average middle school core courses passed. Each criterion is weighted based upon the percentage of students in each category. Middle and high school students' math and reading achievement is measured by comparing pre and post test scores with the Measures of Academic Progress (MAP) computer assessment program. DJJ tracks the percentage of students who earn their GED as well as Carnegie units and core middle school courses passed. For the 2012-2013 school year, seventy-three percent of those who took the exam earned their GED. The average number of Carnegie units earned was 4.5 and the average middle school classes passed was 5.0. Students who pre and post tested with the MAP computer assessment program increased by 54% in math and 70% in reading. During this school year, the DJJ Special School district had 117 GED graduates (77%) and three students earned a high school diploma. An additional focus of DJJ educational services is to provide students marketable job skills. The career and technology education (CATE) curriculum continues to support fourteen programs. CATE programs integrate academics and technical education standards, while providing marketable workplace skills. Students have the opportunity to enter the workforce or post-secondary education.

The DJJ Special School District staff has a renewed commitment to improving the level and quality of services being offered to the truly at-risk students that are being served. The vision of the administration has generated new priorities for the staff focused on individualizing the learning for all of the juveniles. The system is now geared toward a prescriptive model that will focus on literacy, academics, and marketable skills. The staff is committed to working toward higher standards of education creating an educational system that is tailored to meet the individual needs of each and every child in our care. It is a new day for the South Carolina Juvenile Justice Educational System and because of this, the citizens of the state of South Carolina, both children and adults, will soon begin to see benefits of a healthier.

James D. Quinn

EVALUATIONS BY STUDENTS, TEACHERS, AND PARENTS

	Students	Teachers	Parents
Number of surveys returned	35	47	0
Satisfied with learning environment	47%	60%	N/A
Satisfied with social and physical environment	27%	60%	N/A
Satisfied with school-home relations	50%	62%	N/A